

4-7-3

## Peanut Butter and Jelly Sandwich Assembly Line

<b>Grade Level</b>	Fourth
<b>Minimum Time Required</b>	Two 35 Minute class periods
<b>Materials/Resources</b>	American Careers for Kids, Activity Book, Enough peanut butter, jelly, knives, paper towels, plastic bags for each group to make sandwiches for all.
<b>Subject Area(s)</b>	Guidance - Social Studies – Language Arts

### Project Description:

1. Introduce the jobs in which the workers cooperate as a team.
2. Read the introduction from the Activity Book.
3. Divide the students into groups of 4 or 5. Have each group decide (1) which steps are necessary and list them and (2) who will do each step.
4. At the next class meeting, have each group complete their tasks. (Monitor group behaviors – note what helps the group reach its goal).
5. Ask students to complete the questions on work page. Discussion: What occurred while eating? What helped? What got in the way?

<b>Career Development Standard</b>	Awareness of the importance of personal responsibility and good work habits.
<b>Career Development Indicator</b>	Describe the importance of cooperation among workers to accomplish a task.
<b>Delivery Level</b>	Review
<b>Academic Standards</b>	
<b>Language Arts</b>	3.1.b Describe various listening techniques which can be used in problem-solving and decision-making situations. 4.1.b Present oral information in a clear and organized manner.
<b>Employability/SCANS Skills</b>	Basic Skills Thinking Skills Interpersonal Skills
<b>Assessment/Rubric</b>	Students will be evaluated on the completion of the handout, as well as class participation.

Submitted by: NCDG Elementary Group

## Cooperation Evaluation

- |                                                                  |   |   |   |   |   |
|------------------------------------------------------------------|---|---|---|---|---|
| 1. Did I / we listen to each other and understand what was said? | 1 | 2 | 3 | 4 | 5 |
| 2. Did I / we share things?                                      | 1 | 2 | 3 | 4 | 5 |
| 3. Did I / we take turns?                                        | 1 | 2 | 3 | 4 | 5 |
| 4. Did I / we do our part in helping complete the project?       | 1 | 2 | 3 | 4 | 5 |
| 5. Did I / we appreciate each other by our words and actions?    | 1 | 2 | 3 | 4 | 5 |
| 6. Did I / we include everyone?                                  | 1 | 2 | 3 | 4 | 5 |

\_\_\_\_\_

Write an appreciation statement for each member of your group?

I liked it when \_\_\_\_\_

A problem our group had: (No Names)

## Career Path: Human Services

### LIFE AND WORK SKILLS

What do firefighters, police officers and food service workers have in common? They all work in teams!

People who work at these jobs in human services must be good at teamwork. Teamwork is also an important part of many other jobs.

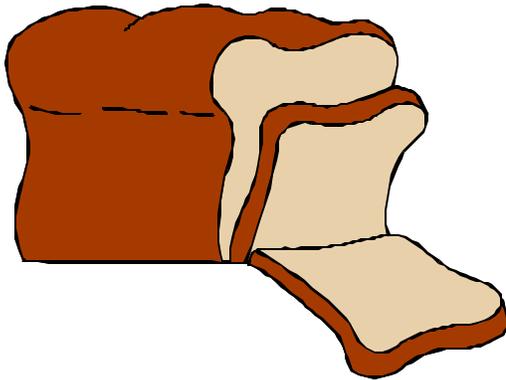
To make a team successful, each team member has to work together with all the other team members. All of the team members must do their assigned jobs well. Then the team can be its best. If one member of the team fails to do his or her job, the whole team suffers.

However, sometimes one team member has to do too much of the team's work. That person may get upset or angry. He or she may even quit and break up the team!

How well do you work as part of a team? Try the following experiment to see!

1. Your teacher will divide the class into teams of four or five. As a team, you must make a peanut butter and jelly sandwich for each person on the team. Each sandwich must be made on a paper towel, cut in half and put in a sandwich bag.

(Please turn the page.....)



## Career Path: Human Services

### Life and Work Skills

2. First, decide what steps there are in making a sandwich.

Which them in the following spaces. You should have at least seven steps.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

## Career Path: Human Services

### Life and Work Skills

3. Decide which group members should do which steps. Each group member must do at least one step. Some group members will have to do more than one step.
  - STEP 1:
  - STEP 2:
  - STEP 3:
  - STEP 4:
  - STEP 5:
  - STEP 6:
  - STEP 7:
4. Make your sandwiches as a team **WITHOUT TALKING**. Each team member must do his or her part without help from the others on the team.
5. When you are through making the sandwiches, answer these questions:
  - a. How did it feel to work as part of a group?
  - b. Would it have been easier to be able to talk about what you were doing? Why or why not?
  - c. What would happen if the person in charge of peanut butter didn't show up or refused to work?
  - d. Was it fair that some team members had more steps to do than others? Why or why not?
  - e. List two things that you learned about teamwork from this experiment.
    - 1.
    - 2.
6. Now, enjoy your sandwiches!